THE IMPLEMENTATION OF GUESSING MEANING FROM CONTEXT IN IMPROVING STUDENTS' READING SKILL

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Abstract

Penelitian ini bertujuan untuk (1) menginvestigasi apakah ada perbedaan pada pemahaman membaca siswa sebelum dan sesudah diajar menggunakan strategi *guessing meaning from context*, (2) menemukan strategi manakah dari *guessing meaning from context* yang menghasilkan pencapaian yang lebih baik oleh siswa. Untuk mencapai tujuan ini, peneliti menggunakan studi kuantitatif melibatkan satu kelas. Instrumen untuk pengumpulan data dalam penelitian ini adalah tes membaca. Hasil penelitian menunjukan bahwa terdapat perbedaan pada pencapaian pemahaman membaca siswa setelah diajar menggunakan strategi tersebut. Strategi surrounding words, pictures, experience, dan imagination yang paling signifikan meningkat diantara strategi yang lain. Hasil tes hipotesis menunjukan bahwa nilai signifikan *(2- tailed)* adalah 0.000 ($p<0.05$). Dapat disimpulkan bahwa H_0 ditolak dan menunjukan bahwa strategi *guessing meaning from context* dapat meningkatkan pemahaman siswa dalam membaca di semua aspek.

This study aimed at (1) investigating whether there was a significant difference of students' reading comprehension achievement before and after being taught by using Guessing Meaning from Context strategy, (2) findingout in terms of strategies for Guessing Meaning from Context which strategies produced better achievement by the students.The researcher carried out quantitative study with one group Pre-test Post-test Design, involving one class as experimental class. The instrument in this research was reading test. The results of data analysis showed there was a significant difference on students' reading comprehension achievement after being taught by using Guessing Meaning from Context strategy. Then, surrounding words, pictures, experience, and imagination as the strategiesincreased the most than the otherstrategies. Hypothesis testshowed thatthe significance value (2- tailed) was 0.000 ($p<0.05$). It could be concluded that null-hypothesis was rejected, and itbe inferred Guessing Meaning from Context strategyincrease the students' reading comprehension in all aspects.
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Keywords: guessing meaning from context, implementation, reading skill.

INTRODUCTION

Reading is one of important skill in English through which a reader can get much information and increases our knowledge and experience. There are several definitions about reading. Grabe (2009) defines reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language. According to Clark and Silberstein (1987:21), reading is as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning.It means that reading has an active cognitive process of interacting with the printed material or written text. Therefore, the students need reading skill not only to learn something (lesson), but also to get experience, knowledge, and everything which can support their ability to comprehend English text that they read.

Based on the researcher's pre-observation in SMPN 6 Metro, it was found that the students had difficulties in comprehending reading text. First, the students had difficulties to comprehend a passage because they faced unfamiliar code in which text that is expressed. It could be caused by the amount of previous knowledge that the students bring to the text were still low, or they lacked of vocabulary knowledge. Second, it was caused by the strategy of the teacher. The teacher should be successful enough in making the students comprehend the text well; therefore the teachers must choose the good strategy in teaching reading comprehension.In line with the problems previously described, the teacher needs a good strategy to make students understand what they read. Guessing Meaning from Context is an excellent strategy, which oftens good steps to teach the

students reading comprehension. In each step of Guessing Meaning from Context strategy, the students can easily comprehend the text.

In relation to this, Nation (1984:98-104) suggests that there are three strategies learners can use. They are (1) guessing meaning from context, (2) using a dictionary, and (3) paraphrasing. Nevertheless, for the sake of this investigation, the researcher only focuses on the first strategy-that is, guessing meaning from context (here after referred to as guessing meaning strategy). Context referred to as morphological, syntactic, and discourse information in a given text, which can be classified in terms of general features (Nation and Coady, 1988: 102). To understand the key words by using guessing meanings from context is a skill that leads the learners to read effectively and efficiently. Guessing meaning of unfamiliar words in context is the most practical method to comprehend both written and oral communication. For some people, words learned in context are much more easily retained than those learned by any other methods because it involves generalizable skills of interpreting surrounding text, predicting, and testing predictions while reading which enhance reading skills as whole (Coady and Nation, 1988; Liu and Nation, 1985).

Based on the statement above, the researcher conducted a research entitled "The Implementatiuon of Guessing Meaning of Context Strategy in Improving Students' Reading Skill at the Second Grade of SMPN 6 Metro". The objective of research was (1) to investigate whether there was a significant difference of students' reading comprehension achievement before and after being taught by

using Guessing Meaning from Context strategy, (2) to find out in terms of strategies for Guessing Meaning from Context which strategies produced better achievement by the students.

METHOD

This research was a quantitative in nature. The researcher used one group pretest-posttest design (Hatch and Farhady, 1982: 20). The population of this research was second grade students of SMPN 6 Metro in 2014/2015 academic year. There were seven classes at the second grade students in SMPN 6 Metro. Each class consisted of about 30-36 students. This research employed one class, the class was try out class and the experimental class. The class was selected randomly. This research was conducted in six meetings. The first meeting was for try-out test and the second meeting was for pre-test. The third until fifth meetings were for treatment by using Guessing Meaning from Context strategy. After that, the sixth meeting was for post-test.

To collect the data, the researcher administered reading comprehension tests (pre-test, tests after treatments and post-test). The pre-test was conducted in order to find out the students' reading comprehension achievement before the treatment. This test was multiple choice with the options a, b, c, or d. In this test, the students were given 30 items of reading and it was conducted within 60 minutes. The tests after treatments was conducted three times directly after treatment in order to know which strategies produced better achievement. These tests consisted of 20 items of multiple choice and was done within 20 minutes.The post-test was done

in order to know the students' achievement after the treatment. This test consisted of 30 items of multiple choices and was done within 60 minutes.

To determine the quality of the instrument used in this research, the researcher tried out the test to find validity, reliability, level of difficulty, and discrimination power of the test. It was conducted in order to determine whether 45 items had a good quality or not before being given for pre-test and post-test. The result of try out showed that 30 items were met four criteria: a good level of difficulty, discrimination power, validity, and reliability.

RESULTS AND DISCUSSIONS

The results of data analysis showed that there was a significant difference on students' reading comprehension achievement after being taught by using Guessing Meaning from Context strategy. Then, the strategies of Guessing Meaning from Context strategy which produced better achievement wassurrounding words, pictures, experience, and imagination.

In testing the hypothesis, *Paired Sample t-test* was used to know whether there was significant difference or not, in which the significance level was determined by $p < 0.05$. The result of t-test is shown in the following table:

Table 4.1. The Analysis of Hypothesis Testing
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	71.93	30	7.570	1.382
	Pretest	55.60	30	9.926	1.812

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Posttest - Pretest	16.333	10.845	1.980	12.284	20.383	8.249	29	.000

Paired samples statistics showed us the summary of the average score and standard deviation from two comparisons (pre-test and post-test). Before using Guessing Meaning from Context strategy in teaching reading, the mean score was 55.60, but after using Guessing Meaning fromContext strategy in teaching reading, the mean score was 71.93. Then, from the output, we can see that the significance value (2-tailed) was 0.00 (p<0.05).Based on Table 4.12, it can be stated that there was significant increase of students' reading achievement. In other word, it can be claimed that the use of Guessing Meaning from Context strategy in teaching can increase the students' achievement significantly.

Meanwhile, in answering the second research question, that was in terms of strategies for Guessing Meaning from Context which strategies produced better achievement by the students, the researcher analyzed and compared the increase

of each test. The total score increased from 1500 in test 1 up to 1725 in the test 2, and test 3 2185 with the gain score was 225 from test 1 to test 2 and 460 from test 2 to test 3. The mean ranges from test 1was 55.00, from test 2 was 57.50, and from test 3 72.83. For the increase of each aspects of reading is shown in the Chart 4.1. below.

Chart 4.1. Increase of the Mean Score of Test 1, Test 2 and Test 3

The Mean Score of Pretest and Posttest
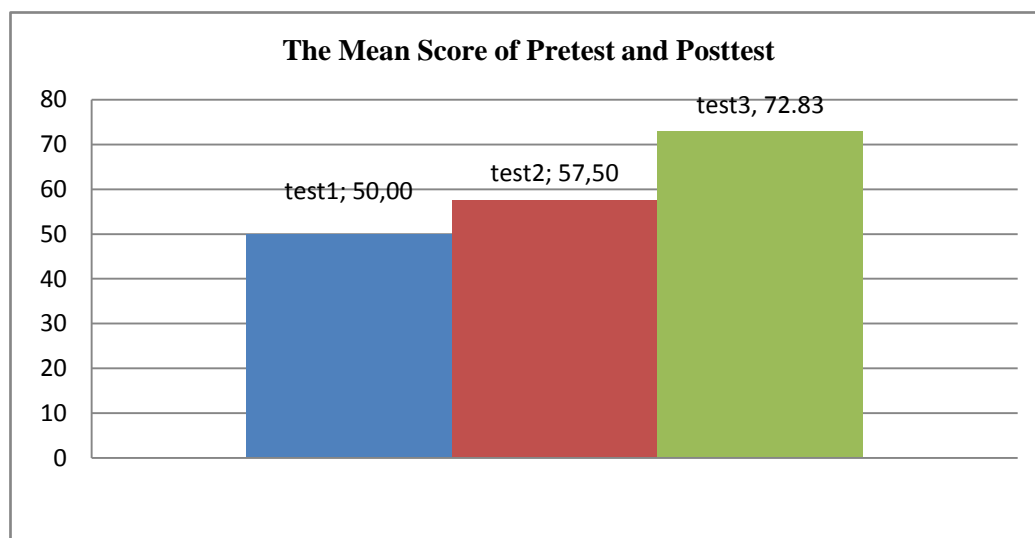
In Chart 4.1 above it be seen that surrounding words, pictures, experience, and imaginationstrategiesfrom Guessing Meaning from Context strategy that produced better achievement between each testwith mean range is 72.83.

Discussions

The result of the research shows that there is a difference of students' reading comprehension achievement before and after being taught using Guessing Meaning from Context strategy. It indicates that the hypothesis proposed is accepted. The difference can be seen by comparing the mean scores of the pre-test and the post-test, from 55.60 up to 71.93 with the gain scores is 16.33.

From the data above, it can be concluded that the difference of the students' reading skill achievement between the pre-test and the post-test shows that Guessing Meaning from Context strategy has a positive effect on the students' score. It might be because the students got their motivation and enjoyed the learning materials.

Based on the result of the research, it can be seen that there is a difference of the students' reading skill achievement after being taught using definition, restatemment, punctuation marks, examples, contrast, similarity, surrounding words, pictures, experience, and imagination strategies fromGuessing Meaning from Context strategy. It is taken from hypothesis testing. It indicates that the hypothesis proposed is accepted. There was a significant increase on the students' achievement after the treatment. The difference can be seen by comparing the mean scores of the test1, test2 and test 3, from 50.00, 57.50 up to 72.83 with the gain scores are 7.5 and 15.33.

From the data above, it can be concluded that the difference of the students' reading skillachievement between the test1, test2, and test3 shows that Guessing Meaning from Context strategy has a positive effect on the students' score. It might be because the students got their motivation and enjoyed the learning materials.

The treatment was done after the pre-test. three meetings were applied in the class. The first meeting of the treatment was conducted on Monday, May 25th, 2015, the

teaching learning process was started by the common activity before the class began. The class was opened by greeting that was responded enthusiastically by the students; then it was followed by asking their condition and checking their attendance list. After knowing that the students had been focused, the researcher introduced recount text and its procedures to students. At the beginning of teaching learning process, the students were given a brainstorming by asking some information about recount text.

It functioned to activate their background knowledge about recount text. In this step, there were only few students who paid attention by answering the questions actively. After doing brainstorming and explaining what recount text was, such as the use of recount text, generic structure of recount text, and language features of recount text, the students were given chance to ask questions based on the explanation. But, there were no students who asked a question. Then, the text about recount text entitled "My Adventure at Leang Cave" was distributed to the students. Then, teacher introducing Guessing Meaning from Context strategy as one of the useful strategies to help the students in comprehending the text. They seemed enthusiastic after being given the explanation about how to implement the strategy in reading. The procedures of Guessing Meaning from Context strategy were conducted in 10 strategies:

1. Definition
2. Restatement
3. Punctuation marks
4. Examples

6. Similarity
7. Surrounding words
8. Pictures
9. Experience

5. Contrast   10. Imagination

The definition, restatement, and punctuation marks strategies were explained clearly to ensure the whole students to be able to comprehend them well. After that, the students were asked to provided the first test.

In the second meeting of the treatment, on Wednesday, May 27nd 2015, the teacher explained how to apply the procedure of Guessing Meaning from Context strategy in reading comprehension. Examples, contrast, and similarity was explained to the students in the second meeting. After that, the students were asked to apply Guessing Meaning from Context strategy in reading the text. The students were asked to apply the procedure of Guessing Meaning from Contextstrategy. After that, the students were asked to provided the first test.

In the third meeting, on Thursday, May 28th, 2015, Guesing Meaning from Context strategy was explained again like in the first and second meeting. The teacher asked the students to read the text with the tittle "My Holiday in Bali" The students were asked to apply the strategies (surrounding words, pictures, experience, and imagination). This stage made the students easily to find out the specific information of the text. After the teacher explained the application of the strategies, finally the students could follow this process. After that, the students were asked to provided the third test.

Since this research was conducted to see whether Guessing Meaning from Context strategy could be used to increase the students' reading skill achievement or not, the students were given evaluation by the teacher. They had to answer some questions represented the five aspects of reading comprehension at the end of every meeting, that is, determining main idea, finding the specific information, reference, inference, and understanding vocabulary (Nuttal, 1985). It was expected that by having knowledge about Guessing Meaning from Context strategy, the students would not find any difficulty in comprehending the text.

After finishing the treatment, the post-test was conducted to measure the students' reading skill achievement by using Guessing Meaning from Context strategy. During the classroom procedures, it was found that there was a difference of the students' reading comprehension achievement before and after being taught by using Guessing Meaning from Context strategy. There was an increase on the students' reading comprehension achievement in five aspects of reading comprehension; they are determining main idea, finding specific information, inference, reference, and understanding vocabulary.

Then, by comparing the finding of this research with the finding of the previous research done by Ayu (2012), it was found that Guessing Meaning from Context strategy had positive effect in reading comprehension, not only for the students at SMPN 7 Palembang but also for the students at SMPN 6 Metro and the others Junior High School. This strategy also could conduct in different level of students (it can be Senior High School). This research had proved that in teaching reading

comprehension, the teacher and students should find a better strategy and materials that is more interesting. Then, based on the results of data analysis and hypothesis test it can be claimed that teaching by using Guessing Meaning from Context strategy had a significant effect on the students' reading skill achievement.

CONCLUSIONS AND SUGGESTIONS

In relation to the result and discussion of the research the following conclusions are drawn: (1) there was significant difference of students' reading comprehension achievement before and after being taught by using Guessing Meaning from Context strategy, (2) surrounding words, pictures, experience, and imagination produced better achievement than the other strategies. From the hypothesis test, it was known that the significance value (2- tailed) was 0.000 (p<0.05). It could be concluded that null-hypothesis was rejected, and it be inferred that the Guessing Meaning from Context strategy could be used increase the students' reading comprehension in all aspects.

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